NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE bulletin

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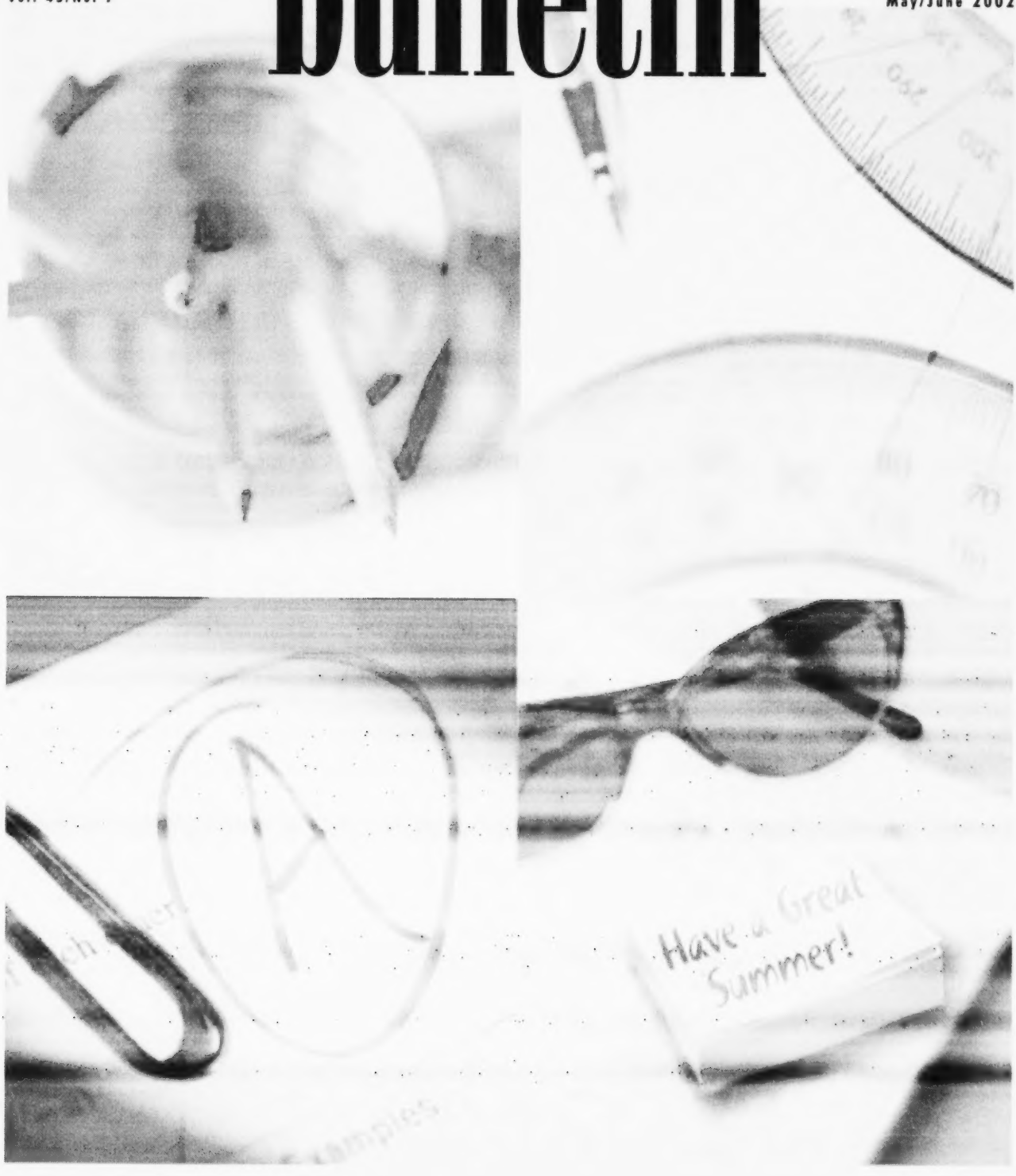

Teacher Recruitment Fair

by LESLEY-ANN BROWNE

The 2nd Annual Provincial Teacher Recruitment Fair took place Thursday, May 16 in St. John's. The Fair was officially opened that morning with greetings from Government, Memorial University, and the NLTA. It is estimated that close to 400 people attended this Fair to obtain more information about a career in education.

The Provincial Teacher Recruitment Fair is a project of the Provincial Advisory Group on Teacher Supply and Demand, in partnership with Memorial University of Newfoundland, the Department of Education, the Newfoundland and Labrador School Boards Association, and of course, the NLTA. For those who are not familiar, the Provincial Advisory group was formed several years ago to address the issue of teacher supply and demand. One of the many projects they have initiated is the Teacher Recruitment Fair. The first one took place last year and based on its success, it was decided to make it an annual event.

The Fair profiled job opportunities in education throughout Newfoundland and Labrador. Personnel from each of the school districts were present to meet students, provide information, and to interview potential candidates. The School Districts also had the opportunity to make presentations to groups of students who were interested in jobs in their areas. The NLTA, Faculty of Education, and Centre for Career Development from Memorial were also present as was the Teacher Certification Division from the Department of Education.

Throughout the day, as the many students visited the NLTA booth, it became clear that the majority had a keen interest in education and especially in the Association. It was interesting to talk to these soon to be graduates who had many questions about teaching in this province. Most of the questions dealt with salary and there was much interest in the new collective agreement. They also wanted to know about the services provided to them from the NLTA and were appreciative of the new teacher materials prepared by our Professional Development Division.

The Fair was also open to substitute teachers or any interested individuals who may have been considering a career in education.

It was interesting that there were also several high school students present at the Fair. They said that their teachers had suggested they attend to check out possible careers in education.

The calibre of the students who visited the Fair was outstanding. They were truly interested in a career in teaching and it appeared that they were willing to travel to all areas of the province. Many School Districts interviewed potential candidates and were hopeful that they can fill positions before the start of the new school year.

It was a long day but extremely rewarding. The school districts went above and beyond with information booths and in the promotion of teaching in their areas. It was interesting to meet so many new teachers and students who will be entering the profession very soon. They were energetic, genuinely concerned about education in this province, and appreciative of all the information that the NLTA had for them.

As always, I wish you a safe and pleasant summer break. Whatever your plans this summer may you have an enjoyable, relaxing and fun-filled time. See you in September!

THE bulletin

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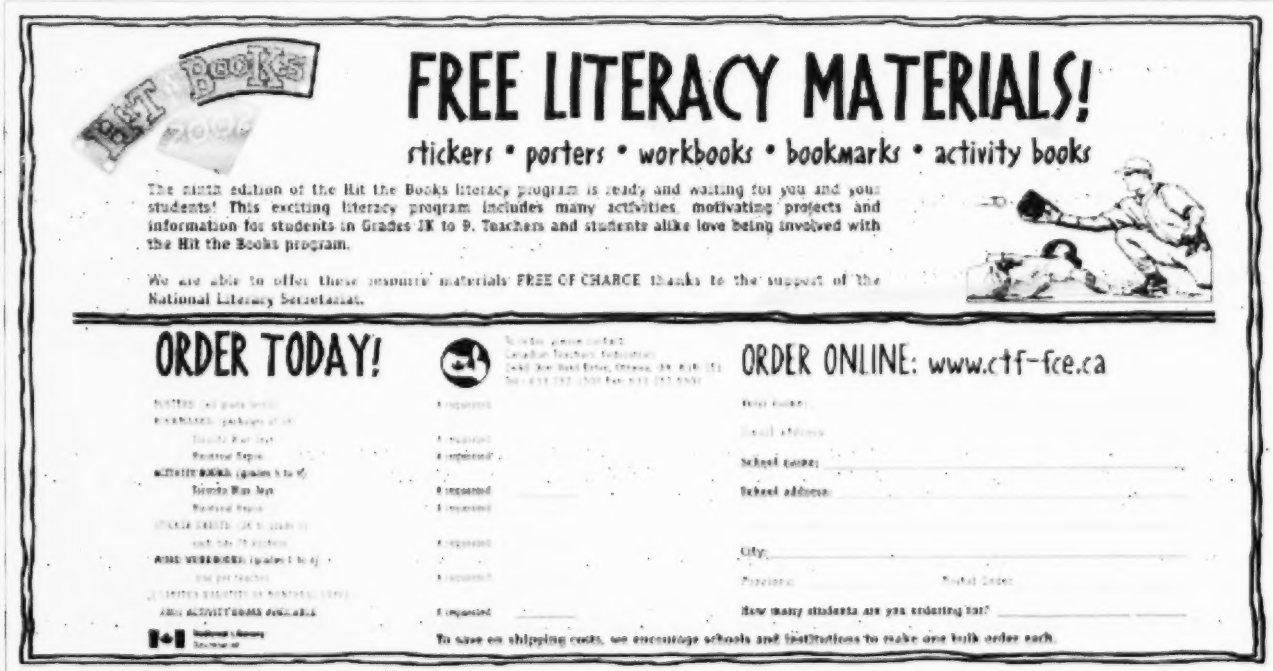
A GLARING IMBALANCE

CONGRATULATIONS TO THE WINNERS of the Bancroft, Barnes and Special Recognition Awards. There is, however, a glaring imbalance in gender in the allocation of these awards. In fact, women are not at all recognized. In a profession with over 60 percent women, I am certain many woman who have given above and beyond in the classroom, community or Association must feel slighted and outcast. An observer of labour might read this imbalance as the glass ceiling being alive and well in Newfoundland. Labour is usually a proponent of equity. In this case, the NLTA has failed to represent 60 percent of its memberships' achievements. The time has come for women to insist on equal representation in all institutions in society. Women have the right to lobby for fair representation.

If there are educators, male and female, who would like to lobby our Association for equal representation of women, please e-mail me and we will set a date to meet.

Jennifer Scurlock
St. John's
jens@hlhm.k12.nf.ca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PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

STEPHENVILLE

A penny for your thoughtfulness

Students at Stephenville Middle School really know how to stretch their pennies. In conjunction with Kindness is Contagious Week, held this past February, students from Ms. Ramona Bennett's Grade 8 class collected $2,103.40 in pennies. A week-long penny drive was initiated by the students and Ms. Bennett for the Janeway Child Health Centre in St. John's. A presentation is scheduled to be made by Ms. Bennett and her students during the annual Janeway Telethon on June 3.

One student in Ms. Bennett's class stated: "This week was really fun. It was really cool that we raised so much money for the Janeway. It took a lot of time and energy to get ready for it but it was worth it."

The April issue of *The Bulletin* reported on the other activities carried out by students and staff at Stephenville Middle School during Kindness is Contagious Week. Regretably, Ms. Bennett's name was omitted from the article as being one of the main organizers of the event. The tremendous amount of work performed by Ms. Bennett and other teachers at the school in organizing Kindness is Contagious Week is indicative of the level of dedication to their school community. Our congratulations to all!

Students and staff at Stephenville Middle School proudly display the more than $2,000 worth of pennies raised for the Janeway Children's Hospital. This was one of the events planned by the school during "Kindness is Contagious Week".

PARADISE

School volunteers receive national recognition

The volunteers, students and staff of Paradise Elementary are thrilled at receiving national recognition – and the $5,000 provincial award for Newfoundland and Labrador – for the valuable contribution their volunteers have made to their school.

The school's volunteer committee believed that the efforts of their volunteers deserved recognition and, as a result, nominated them for the Canadian School Volunteer Awards Program which was sponsored by Healthy Alternatives in conjunction with the Canadian Home and School Federation.

Paradise Elementary volunteers celebrate at the school's annual volunteer tea.

Eileen Murcell, a Grade 3 teacher at Paradise Elementary, said that while their school has many volunteers who work directly in the school, they also have a tremendous number of parents who volunteer their time to assist in such activities as skating, swimming and field trips, and those who assist with the ArtSmarts program. There are many volunteers who help in a variety of other ways as well that allow the students at Paradise Elementary to participate in programs and activities they might not otherwise be able to.

"We are proud of this achievement and the award money will be used to further enhance the learning experiences of the students in our school," said Ms. Murcell. "The students, teachers and staff of Paradise

Elementary would like to take this opportunity to again say a big 'Thank You' to all of our volunteers for their commitment, dedication and hard work in helping make our school the wonderful learning environment that it is."

The award program was open to all public schools in Canada and the judges, who represented national education organizations, evaluated all the submissions from across the country. One $10,000 national prize was awarded to the overall winning school in all of Canada, and prizes of $5,000 were awarded to one school in each of the ten provinces.

KING'S POINT

"Valmont Connections" provides unique look at communities

It was a long time in the making but the book "Valmont Connections" is finally ready for public viewing. This community profile book is the work of many small hands. Since 1999 each Grade 2 student at Valmont Academy in King's Point has researched a service in his/her community and has written a report about it. These reports, accompanied by pictures, have been compiled by their teacher, Anne Warr into the book entitled "Valmont Connections".

This book is an ongoing Social Studies project which will grow and change with each new class of Grade 2 students. A copy of the book has been placed in the Tilley Memorial Public Library in King's Point and the Harry's Harbour Public Library.

Zachary Osmond and Daniel Gillard present a copy of "Valmont Connections" to Librarian Ellen King at the Harry's Harbour Public Library.

"Valmont Academy strives to be closely connected to the communities it serves and believes education is a community responsibility," said Ms. Warr. She noted that although the book was created by seven and eight year old children, most of the information contained in the reports is accurate, thanks to the people who gladly took the time to supply the necessary facts to these young students."Without the support and input of the people from King's Point, Rattling Brook, Harry's Harbour, Silverdale, Nick's Nose Cove, Langdon's Cove and Jackson's Cove this book wouldn't be possible," she continued.

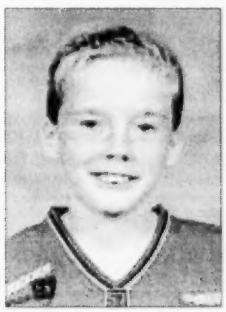
Since these books will remain in their own communities for reference and viewing, the "Valmont Connections" web site has been created so that these children can share their super reports with the rest of the world. "People anywhere now have the opportunity to experience the community spirit and natural beauty that these young children depict in their reports," said Ms. Warr.

You can view "A Place Like No Other" through the eyes of Grade 2 students by visiting the "Valmont Connections" web site at www.valmont.cjb.net.

UPPER ISLAND COVE

2002 Christmas Card Contest winner announced

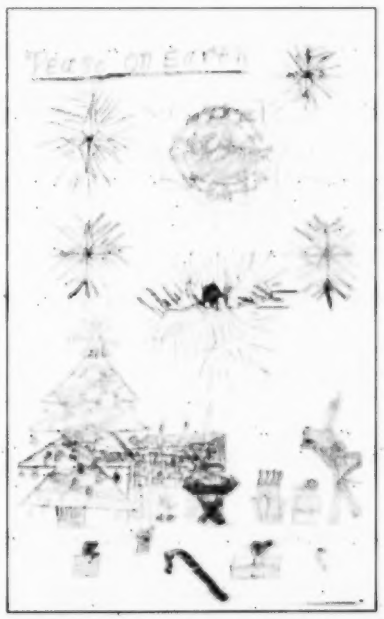
Brad Adams, a Grade 5 student at St. Peter's School in Upper Island Cove has been chosen as winner of the 2002 NLTA Christmas Card Contest. Brad receives a $75 cash award and a framed copy of his winning entry. His winning design will appear on the NLTA Christmas card which will be sent to schools, businesses and other groups in December 2002. The theme for the 2002 contest was *Peace on Earth*.



Brad Adams

Second place cash prizes of $50 each were awarded to Grade 5 students Sara Kearley of St. Edward's in Kelligrews and Tina Ryan of Jakeman All-Grade in Trout River. A third place cash prize of $25 was awarded to Suzannah Walsh, a Grade 5 student at Baltimore All Grade in Ferryland.

The Communications Committee of the NLTA chooses the theme and judges the entries for the Christmas Card Contest. A total of 294 entries were received this year.



Brad Adams' winning design for the 2002 NLTA Christmas Card.

Colin Bursey wears this year's Heritage Fairs t-shirt depicting his winning design.

RANDOM ISLAND

Student wins 2002 Heritage Fair t-shirt design contest

Colin Bursey, a Grade 8 student at Random Island Academy, has been selected as the designer of this year's Heritage Fair t-shirt. Colin's "resettlement" design depicting this year's theme "Origins and Ancestors" has been worn by hundreds of students at Regional Fairs which took place from May 2 -11 in all parts of Newfoundland and Labrador. His design will also be worn by students representing this province at the National Heritage Fair to be held in St. John's from July 8-15.

Heritage Fairs are held across Canada in May of each year. The intent is to encourage students in Grades 4 to 9 to recognize the value of their heritage and culture by producing a project showing some aspect of local or Canadian heritage. The Fairs have a close connection to several areas of the curriculum and are growing as more and more schools participate. Fairs this year were held in Labrador City/Wabush, Makkovik, Gunners Cove, Corner Brook, Grand Falls-Windsor, Fortune, Clarenville, and St. John's. Fifteen students will be selected to represent Newfoundland and Labrador at the National Fair.

Colin was one of approximately 1,200 students who participated in the annual design contest. He received $100 and t-shirts for his family members. Regional winners, Lucia Westin, Avalon; Andrea Pelley, Western; Stephanie Powell, Northern Peninsula; Marc Bungay, Burin; and Greg Spears, Central have each received $25.

All designs were sent to a second contest sponsored by Histor!ca. Three winners from this province; James Min, Bay Roberts; Phonse O'Rielly, Tors Cove; and Phillip Anthony, Goose Bay have all had their designs made into tattoos which have been distributed at Regional Fairs across the country. Their designs are also on the Histor!ca web site at www.histori.ca.

CORNER BROOK

Science Fair a great success

The 19th Annual Western Regional Science Fair was held April 12 and 13 at the Corner Brook Campus of the College of the North Atlantic. Over the two days of the event students were judged on their projects which included an interview process where students were provided the opportunity to showcase and present their projects.

This year there were over 300 entries into the Science Fair which included high schools in the region. The winner of the Aliant Telecom Award for Best in the Fair Award was Sarah Ball from Elwood Regional High in Deer Lake for her project, "Mars 2002". Sarah travelled to the National Science Fair in Saskatoon, May 11-19, with fellow award winners Stephanie Powell and Breannah Tulk from Roncalli Central High in Port Saunders who received a special award for their project, "Who Let the Dogs Out", and Jessica Goodland and Melanie Gould, also of Roncalli, who received a special award for "Splish Splash, I was Takin a Bath – Part 2".

"The Western Regional Science Fair Committee worked extremely hard to make this year's event the best yet," said Glenn MacArthur, a member of the organizing committee and Vice-Principal of Templeton Collegiate in Corner Brook. "The event would not have taken place without the help of the College of the North Atlantic, School District 3, as well as our numerous sponsors. All students who took part should be very proud of their great entries and for their time and dedication."

Sacha Doyle and Krista Toope from Mr. Coombs' class at St. Augustine's Central High in Plum Point display their Science Fair project.

The Fair was open to the public on Saturday afternoon for spectators from the area to view the outstanding projects. A Science Olympics for the junior, intermediate and senior levels was also incorporated into Saturday's event.

Project assesses student health needs

A Student Health Needs Assessment was conducted in high schools throughout School District 3 (Corner Brook/Deer Lake/St. Barbe) in Western Newfoundland as part of a project entitled "Building Healthy Futures". This project was run by the Corner Brook Women's Centre with support from School District 3 and was funded by the Population and Public Health Fund of Health Canada. The goal of the project was to give students a voice in School Board policy decision making, as related to student health.

Twenty-five senior-level students representing each of 13 District 3 high schools were selected to be Student Representatives. They designed the Needs Assessment during a weekend retreat in November 2001, as reported in the January/February 2002 issue of *The Bulletin*. Topics for the Needs Assessment were selected on the basis of Public Health observations regarding common student health needs, as well as the students' own collective input. Surveys were distributed by the Student Representatives in December 2001 and January 2002, and analyzed by the Project Coordinator. Individual responses were kept strictly confidential, meaning that names were not attached to the Assessments.

Educational stakeholders reviewing results of the Student Health Needs Assessment.

The Student Representatives re-convened in January for a second retreat. This time they took a look at the student health needs that were identified by the Needs Assessment, and wrote several policies that they felt would address those needs to the satisfaction of the students who completed the Assessment.

In February, two of the Student Representatives and the Project Coordinator presented the results to representatives from School District 3 and other stakeholders. Present at the meeting were the Assistant Director of Education, several Guidance Counselors and Principals, and representatives from Public Health, community organizations, and local and provincial government. As part of this meeting, there was an open-floor discussion as to the feasibility and appropriateness of some of the students' requests. Though no decisions were made at that meeting, a great deal of interest in the project was expressed, and a commitment was made to continue the dialogue in the future.

The Needs Assessment gathered information on school health and safety, stress, nutrition, physical and health education courses, emotional and mental health, sexuality, abuse and harassment, and confidentiality.

For further information contact Mary Keefe, Project Coordinator, Corner Brook Women's Centre, Building **Healthy Futures Project, Tel: 709-639-8522, e-mail:** healthyf@hotmail.com.

Teaching and Learning with Young Adolescents

In December 2001 the Cormack Trail School Board initiated its Teaching and Learning with Young Adolescents District Team as part of an initiative that identified Intermediate Level schooling as an area requiring attention.

This team will operate for three years with its main focus in year one on the planning and implementation of a district conference. "The purpose of this conference was two-fold," said Denise Francis, Program Specialist, French and Intermediate P.D. Initiative, with the Cormack Trail School District. "First to ensure that all educators became aware of the initiative's philosophy and to consider it within their own school contexts and personal professional development plans, and secondly, to provide an opportunity for all participants to attend several best practices sessions facilitated by their peers."

The conference was held on March 18-19 in Stephenville with approximately 240 participants from all schools in the district involved in the education of students in Grades 6 to 9. The conference included a welcome by Dr. Barbara Barter, Assistant Director-Programs and a dramatization by a local youth group headed by Ms. Cindy O'Neill depicting the initiative's philosophy. Participants also took part in small group sessions on Recent Brain Research, Multiple Intelligence Theory and Constructivism, and effective classroom strategies in use in our schools.

Participants at one of the best practices sessions at the district conference.

"Many thanks to all participants, presenters, caterers, and organizers for a job well done," said Ms. Francis. "Thank you also to Mr. Truman Greenham from Stephenville Middle School and his staff and student ambassadors for the use of their school and the unwavering support in ensuring that we had everything necessary to make the conference run smoothly."

MOUNT PEARL

NLTA Scholarship awarded

Jennifer Pyne

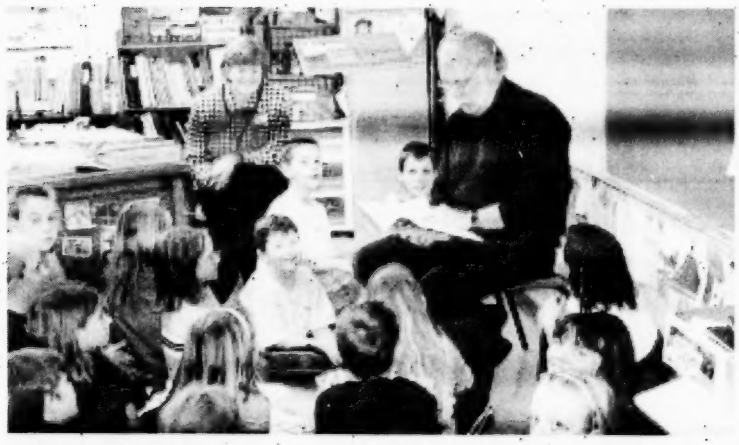
Jennifer Pyne of Mount Pearl has been named 2001-02 recipient of the Newfoundland and Labrador Teachers' Association Scholarship. Ms. Pyne is currently attending Memorial University and will convocate this spring with a Bachelor of Primary Education. Throughout her university career, Jennifer has been named to the Dean's list. A volunteer tutor and substitute teacher, she will begin part-time studies in September, working towards a Special Education degree.

The NLTA Memorial University Scholarship is awarded annually on the basis of academic excellence and character to a senior student enrolled in the Faculty of Education. The award is made by the MUN Senate Committee on Scholarships, acting on the recommendation of the Dean of Education.

ST. JOHN'S

School initiatives help improve literacy levels

As part of a school-wide initiative to improve the literacy levels of its students, Roncalli Elementary School held a number of activities throughout this school year. During *Celebrity Read* on March 5, local celebrities came to Roncalli to read a story to each of the school's Kindergarten to Grade 6 classes. Celebrities included St. John's Mayor Andy Wells, Sharon Snow from NTV News, RNC Constable Nick Rumbolt, Firefighters Jack Wood and Rick DeHann, and CBC Radio personality Jim Brown.



St. John's Mayor Andy Wells reads to the Grade 4 class at Roncalli Elementary during Celebrity Read.

On the evening of March 14 Roncalli held its first annual *Pajama Read*. Students, parents, and grandparents all came to listen to the teachers read a bedtime story. The only requirement for the event was to wear your pajamas. The evening concluded with milk and cookies for all participants.

Senior Mathematics League championship winners announced

In May, the NLTA Senior Mathematics League concluded its sixteenth season with the provincial championship game at the Department of Mathematics and Statistics, Memorial University. This year's provincial champion is Prince of Wales Collegiate of St. John's who earned 59 out of a possible 65 points. Team members Shauna Gammon, Robin Stevens, Nithum Thain, and Paul Young, and teacher-sponsor Paul Gosse accepted first place plaques. Second place medals went to Bishops College of St. John's, and third place medals went to Ascension Collegiate of Bay Roberts.

Other teams who participated included Carbonear Collegiate, Carbonear; Exploits Valley High, Grand Falls-Windsor; Jane Collins Academy, Hare Bay; Marystown Central High, Marystown; Pasadena Academy, Pasadena; Southwest Arm Academy, Little Heart's Ease; and St. Gabriel's All-Grade, St. Brendans.

Games consisted of a series of ten 5-point questions and one four-part relay question where answers from each fed into a subsequent part. The questions involved novel problem solving with liberal doses of number theory and geometry.

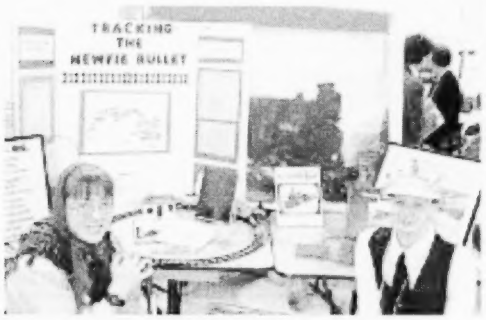
The NLTA Senior Mathematics League began in 1986-87 as a competition amongst the high schools in the St. John's area, but has since grown into a province-wide competition with many schools competing in local leagues in districts all across the province.

The league continued into 2001-02 with the volunteer support of problem setters Bruce Shawyer, Peter Booth and John Grant McLoughlin of Memorial University, and Provincial Coordinator Paul Gosse, Mathematics Department Head at Prince of Wales Collegiate, supported by Program Specialists and teachers acting as local coordinators. In addition to the personal interactions of a league game on-site, a web-based version is now available allowing any team/student(s) who cannot get to a site-based game the opportunity to participate. Results of the provincial competition, and other information about the league, may be found at www.math.mun.ca/~mleague, or e-mail provincial coordinator Paul Gosse at pgosse@pwc.k12.nf.ca.

Tracking the Newfie Bullet at the Avalon Regional Heritage Fair

Grade 6 students Laura Hurley and Allison Conway were the big winners at this year's Avalon Regional Heritage Fair, which took place May 10 and 11 at the Newfoundland School for the Deaf in St. John's.

The St. Matthew's Elementary students presented their project entitled "Tracking the Newfie Bullet" which was a history of the infamous railway system that operated in Newfoundland and Labrador.



Allison Conway (left) and Laura Hurley present their project "Tracking the Newfie Bullet" at the Avalon Regional Heritage Fair in St. John's.

Laura and Allison's interactive project incorporated a lap top computer, model train, and publications about the Newfie Bullet.

Students in Grades 4 to 9 presented more than 100 projects during the Avalon Regional Fair. Other regional fairs took place in Labrador City/Wabush, Makkovik, Gunners Cove, Corner Brook, Grand Falls-Windsor, Fortune and Clarenville.

Laura and Allison will be representatives at the National Heritage Fair taking place in St. John's from July 8 to 15. This is the first year the fair is coming to Newfoundland and Labrador.

More than 165 students from across Canada will be in the capital city to take part in various workshops and to present their projects during a free exhibition day on July 12 at the Glacier in Mount Pearl.

Projects celebrate multiculturalism and help new Canadians succeed

In keeping with its commitment to multiculturalism, Macdonald Drive Elementary has implemented two projects this spring. The *Kids' Multicultural Website* and the *Family Literacy Project for New Immigrants* are aimed at celebrating multiculturalism, giving a voice to immigrant children and helping newly arrived immigrants succeed in our school system. At Macdonald Drive Elementary there are 45 English as a Second Language (ESL) students from 16 different countries. The ESL teacher, Elizabeth Noseworthy, developed and coordinates the projects.

The *Kids' Multicultural Website* is sponsored to the tune of $27,500 by the Department of Canadian Heritage and by Industry Canada's Grassroots Projects. This project will develop a web site that features stories and information by and about immigrant children and deals with issues of racism, immigration and living in a multicultural environment. Lloydetta Quaicoe, president of the Multicultural Women's Organization and a local advocate for immigrant and refugee children, is working with teachers and students in the creation of the site. The school's learning resource teacher, Patricia Emberley, is providing the technical support.

The web site will feature life experiences of children from Bosnia, Sudan, Sierra Leone, Jordan, Korea, Kazakhstan and Ethiopia, to name just a few of the countries represented at Macdonald Drive Elementary. The project will continue into the 2002-03 school year. Check out the Macdonald Drive web site (www.mde.k12.nf.ca) in mid May to get a taste of the *Kids' Multicultural Website*.

The *Family Literacy Project for New Immigrants* is funded by the Literacy Development Council of the provincial Department of Education. With a grant of $10,720, Macdonald Drive Elementary is running a 13 week project geared toward helping new Canadian families understand, and succeed, in our school system. This project was designed specifically to address the need for increased literacy skills for children who have come to Canada from refugee situations.

Mee-Rim Lee and Tigist Kassa view the Kids' Multicultural Website.

Two part-time teachers have been hired to carry out the mandate of the *Family Literacy Project for New Immigrants*. The work includes support for selected children as well as an evening program for the parents and children alike. The weekly evening sessions focus on such topics as homework, home reading, and parenting skills.

NLTA Executive Director re-elected to National Board

Edward Hancock

Edward Hancock, NLTA's Executive Director, was recently re-elected to a second two-year term on the Board of Directors of the Canadian Association for the Practical Study of Law in Education (CAPSLE). The election took place during the national conference of CAPSLE held in St. Andrews, New Brunswick, May 5-7, 2002. Ed is one of four Directors elected for a two-year term of office on the 12-member Board.

CAPSLE is a national Canadian organization devoted to providing an open forum for the examination of legal issues applied to the education environment. Its membership is comprised of teachers' association representatives, lawyers and legal firms whose practice involves educational matters, school board trustees and officials, teachers and administrators throughout the country.

The annual conference provides an extremely valuable opportunity for presentations and discussion on a variety of legal issues affecting schools. The list of wide-ranging legal/educational issues dealt with at the recent conference in St. Andrews included such topics as student discipline, teacher evaluation, inclusion, accountability, the duty to accomodate, school violence, parental harassment, the use of volunteers in schools, safe schools policies and Young Offender legislation.

Video conferencing benefits Deaf and Hard of Hearing students

In May, the Newfoundland School for the Deaf (NSD) in St. John's and the School for the Deaf in Burnaby, British Columbia (Burnaby 2000), in cooperation with Industry Canada and Tetra/Telemedicine joined together for Canada's Information Technology Week in a link-up using real time high speed video technology.

Newfoundland School for the Deaf students Karen Edney and Dawn Sullivan discuss career options.

During the week, NSD and Burnaby 2000 went on line using a video hook up to have two interactive video conferences, using ASL as the main mode of communication. The subject of the conferences was career futures for the Deaf and Hard of Hearing.

Since 1996, NSD and Burnaby 2000 have been involved with video conferences using CUSeeMe technology. These connections are slow and often information is missed or must be repeated to ensure understanding of signed information. Using the Polycom Unit, students are able to interact with presenters and their peers with little or no interference due to slow speed of transmission. Video conferences were also planned with NSD and other schools in the province during the month of May.

"Video conferencing is an important step for the Deaf and Hard of Hearing in communicating effectively across long distances," said Jack Jardine, Guidance Counsellor at the Newfoundland School for the Deaf. "With this improved technology, it is hoped our school can make links with all parts of the world on an equal communication footing in the world of high technology."

OTTAWA

Educators demand use of free Internet materials

Educators and trustees are demanding that the federal government take steps to ensure they have access to educational materials for the classroom. In April, the Canadian School Boards Association (CSBA) and the Canadian Teachers' Federation (CTF) presented at a government consultation meeting on digital copyright where they emphasized that online educational materials must be affordable and accessible to teachers and students.

CTF and CSBA are asking the government to: ensure that Canadian students have access to publicly available Internet materials; keep copyright conditions fair for educators, students and creators; and consider the needs of the education community at the same time as moving ahead with overall changes and not after the fact.

"We desperately need a balance between the rights of the creators and the need to educate young Canadians so that they can participate fully as active citizens," says Doug Willard, CTF President. "Current copyright agreements don't address these needs. Furthermore, in a knowledge- and skills-based economy, it is imperative that students and teachers have access to a wider range of education materials with a minimum of red tape."

Some of the impacts of proposed copyright restrictions for teachers and students include: everyday

Internet use by students could constitute criminal activity; American educational materials are readily available for no cost to students and teachers; Canadian materials would be costly and use limited; the software that school boards use to monitor access of inappropriate sites would be illegal; and school boards as "Internet service providers" could be liable for their "users" (teachers, students) Internet activities.

MANITOBA

Have you taught in Manitoba?

Changes have been made to the Manitoba Teachers' Pension Act that may affect your Teachers' Retirement Allowances Fund (TRAF) pension. The amendments were passed on July 6, 2001 and are a result of negotiations between the Manitoba Teachers' Society and the Government of Manitoba.

You may apply to purchase past service, providing: you are not receiving a pension; the service cannot be purchased under any other provision of this Act; and during that period, you were not contributing to a pension plan, other than the Canada Pension Plan.

Assuming the above conditions are met, the new legislation now allows you to purchase: parental leave(s); service while employed under the Minister of Education, Training and Youth or the minister responsible for universities; service while employed with the Faculty of Education at a Manitoba university; service as a clinician while employed by a school division (service for which contributions were refunded is not included). You must apply to purchase past service before the effective date of your pension.

If you are a teacher who has taken maternity leave(s) from a Manitoba school division prior to August 18, 2000 – and you are not currently collecting your Teachers' Retirement Allowances Fund (TRAF) pension – you are now eligible to purchase period(s) of maternity leave as pensionable service.

If interested, you must apply to purchase these leave(s) before July 3, 2002.

For a Past Service Purchase Request form or a Maternity Leave Purchase Request form, or for more information contact: Teachers' Retirement Allowances Fund, Room 330, Johnston Terminal, 25 Forks Market Road, Winnipeg, MB, R3C 4S8, Tel: 204-949-0048 or toll-free: 1-800-782-0714, E-mail: info@traf.mb.ca, Web site: www.traf.mb.ca.

CANADA

Sunshine Dreams for Kids making wishes come true

Sunshine Dreams for Kids makes dreams come true for children ages 3 to 19 who are challenged by severe physical disabilities or life-threatening illnesses.

Sunshine Dreams for Kids coordinates Individual Dreams year-round. The organization invites people who are involved with children with severe physical disabilities or life-threatening illnesses, like their parents or guardians, health care professionals or teachers, to refer children to them. Contact their national office regarding the dream application process and eligibility requirements. Upon request, a dream application will be forwarded to the parent or guardian. Once the completed application is returned, it is submitted to the Dream Fulfillment Committee for review. Following medical approval, the family is notified and staff and volunteers go to work to make the child's dream come true.

Since its inception in 1987, Sunshine has fulfilled such dreams as family reunions with distant relatives, visits with sports and entertainment celebrities, tangible gifts including computers, TV-VCR units, camcorders, musical instruments, pets and trips to places like the West Edmonton Mall, Canada's Wonderland, Walt Disney World and Disneyland. The Individual Dream Program enables the family of a special child to enjoy a happy time together.

For information contact the Sunshine Foundation of Canada, 1710-148 Fullarton Street, London, ON, N6A 5P3, Tel: 519-642-0990 or 1-800-461-7933 (toll free), Fax: 519-642-1201, web site: www.sunshine.ca.

"Final exams are tomorrow, Sir, and with a little help from above, I could stage a come-from-behind win."

CATHY (PARROTT) WHITE, 1959 – 2001

Cathy (Parrott) White

On that last fateful Friday, December 14, our greatest worries for the weekend were Christmas preparations. The following morning such trivial matters were overshadowed by the unbelievable news that Cathy White, our warm-hearted, congenial colleague and friend had been taken from us, killed in a car accident on her way home from Christmas shopping.

Cathy grew up in Whitbourne where she and her mother, Mary, moved with her grandparents after the death of her father, Leslie. When her mother remarried, Cathy acquired a wonderful new dad, John Gosse, and was soon joined by sister, Susan, and brothers, John and Peter.

After graduating from Memorial University of Newfoundland in 1983, Cathy taught Kindergarten in Little Catalina. The following year she began teaching Grade 4 and elementary French at Norman's Cove Elementary, where she settled to stay.

It was in Norman's Cove where Cathy met her husband, Ben, and together they were raising Greg, 11, and Jeff, 8. She loved telling us about them and her adored nieces, Emily and Megan, who have been joined by a new niece, Leah Catherine, whose birth Cathy had been eagerly awaiting.

Terry Roberts

Being the French teacher as well as a regular classroom teacher, Cathy taught every child who had gone to Norman's Cove Elementary. The respect held for her was evidenced at her wake and funeral which saw so many former students, colleagues, and friends come together to honour her life, to express their grief, and to try to come to grips with such an incomprehensible loss. Those of us who worked with Cathy can appreciate the impact of her being gone – the school, the school board, the NLTA, have truly lost one of our best.

For those of us who are blessed with having had Cathy in our lives, her essence will support us in the sorrow we share with her family. We will remember her concern for every child, her abundance of knowledge which she willingly shared, her light-hearted perspective, her wit, and her lovely smile. Dear Cathy, you are missed so much.

(Submitted by the staff of Norman's Cove Elementary.)

TERRY ROBERTS, 1946 – 2002

On March 13, 2002, family, friends, colleagues and students were deeply saddened by the death of Terry Roberts, Grade 5 teacher at Vanier Elementary School in St. John's.

Terry was born in Grand Falls in 1946. In 1971 he married Patricia Patey of St. Anthony and moved to St. John's that same year.

Terry attended Memorial University and graduated in 1974 with a Bachelor of Education degree, and in 1995 he completed a M.Ed. in Library and Learning Resources. Terry spent most of his teaching career at Pouch Cove Elementary School where he taught for 24 years until 1998. He then moved on to teach in various schools in St. John's. He was a valued and well-respected colleague and mentor, and his impact as a teacher was deep and far reaching.

To his students, Terry was someone who made learning fun. His love for current events and trivia was often brought into his class and used as a valuable teaching tool. In the words of one of his students, "Mr. Roberts taught us about life, not just about learning."

Terry was very active and outgoing and was heavily involved in sports. He enjoyed many years of playing softball, and more recently, running the Tely 10. Terry and his wife Pat were long-time members of the Teachers' Curling League where many of their friends were made.

As a friend there were very few like Terry. In his quiet, gentle way he was always kind, considerate, giving and always had something good to say about everyone. Terry truly enjoyed time spent with friends and with his dry sense of humor he always had a one liner to amuse everyone.

Terry made this world a better place and enriched the lives of all who knew him. He will truly be missed.

Our love and heartfelt sympathy are extended to Pat, and daughters Holly and Christy.

(Submitted by Ron Dawe and Tracey Hibbs)

Purchase of Strike Time for Pensionable Credit

by LLOYD HOBBS

On April 19, 2002, the new collective agreement was signed between the Newfoundland and Labrador Teachers' Association, the Newfoundland and Labrador School Boards Association and the Government of Newfoundland and Labrador. One of the changes brought about by this new agreement is one further opportunity for teachers to purchase time lost due to past legal work stoppages as pensionable service. There is a new three-month opportunity from the signing date to make such arrangements. **The deadline is July 31, 2002.**

The costing formula for such purchases is twice the contribution rate at the time of the strike for the number of days on strike plus interest. Teachers pay twice the rate since the employer does not contribute to the pension plan while the employee is on a work stoppage. The contribution rate in 1983 was 4% and in 1994 it was 8%. In 1983, teachers were on strike for 15 days. In 1994, they were on strike for either 19 or 20 days depending on whether or not their board had an unpaid holiday scheduled during the strike period.

The calculations will be as follows:

- 1983: [(2 x 4%) x (Annual salary for 1982-83) x 15/190] + interest since 1983;
- 1994: [(2 x 8%) x (Annual salary for 1993-94) x 19/190 or 20/190] + interest since 1994.

As examples, someone with a Certificate V on step 10 earning $29,214.00 in 1982-83 would today pay $569.42 for the 15 days of strike time. A Certificate V teacher earning $40,786.00 in 1993-94 would today pay $1,116.73 for the 20 days of strike time. Total cost of both periods would be $1,686.15 for that teacher.

Someone with a Certificate VI on step 10 earning $33,111.00 in 1982-83 would today pay $645.38 for the 15 days of strike time in 1983. The same person earning $47,241.00 in 1993-94 on step 11 would today pay $1,293.46 for the 20 days of strike time. Total cost of both periods would be $1,938.84 for that teacher.

There are two reasons why someone might want to purchase such past strike time.

Reason #1: To allow an individual to retire earlier

A teacher who has a total accumulated worked service of 29.5 years or more may retire in June of that year under the "30 and Out" option. A teacher with 28.5 years or more of worked service and one university year purchased for pensionable service may retire in June of that year under the "29 + 1" option.

The purchase of these strike periods would allow a teacher with 29.3 years of worked service to buy one-tenth of a year for each strike period. This would increase their worked service to the 29.5 years and allow them to retire in June rather than having to come back to teach the following year until the full 30 years had been worked. The same reasoning applies to the "29 + 1" situation. Example: In June 2002, a teacher has 29.3 years of worked service. In order to retire under the "30 and Out" option, that person must return in September of 2002 and work until the end of March 2003 when a full 30 years of worked service has been accumulated and then begin retirement in April 2003.

Should that person buy both strike periods, he/she would have 29.5 years of worked service in June 2002 and could retire at that point thus becoming eligible for pension on July 1, 2002.

Reason #2: To increase the value of one's pension

The second reason that one might elect to purchase this strike time is purely an economic one. The purchase increases the accrued value of one's pension upon retirement. For each year of pensionable service accumulated prior to 1991, a teacher adds 2.22% to the value of his/her annual pension. For service from 1991 onwards each year worked adds 2% per year to the annual value of his/her pension.

Each of these strike periods would be considered as one-tenth of a pensionable year. Thus the 1983 period would increase one's annual pension by .222 of a percentage point and the 1994 period would further increase one's annual pension by .20 of a percentage point. If both periods were purchased, a person's pension would increase by .422 of a percentage point.

Individuals must determine whether they feel the cost of purchasing this time will increase the pension benefit enough to make the investment worthwhile. Remember that such a purchase is tax deductible, as are all other registered pension contributions.

Examples

Assumptions: The teacher has bought four university years and has an accrued pension of 70.47% without purchasing strike time and 70.89% after the purchase. The purchase enables the teacher to bring worked service up to 29.5 years and retire in June of 2003 under the "30 and Out" option.

A Certificate V teacher during both strike periods earning $29,214.00 in 1982-83 and $40,786.00 in 1993-94, would pay $569.42 to purchase the 1983 period and $1,116.73 to purchase the 1994 period. In June of 2003 that person would have accumulated a pension benefit of $31,322.00 if the strike time was not purchased, but could not yet retire under the "30 and Out" option. If purchased, the strike period would increase the pension value to $31,510.00 and would allow the person to access a pension in July, 2003 under the "30 and Out" option.

A Certificate VI teacher during both strikes earning $33,111.00 in 1982-83 and $47,241.00 in 1993-94, would pay $645.38 to purchase the 1983 period and $1,293.46 to purchase the 1994 period. In June of 2003 that person would have accumulated a pension benefit of $36,280.00 if the strike time was not purchased, but could not yet retire under the "30 and Out" option. If purchased, the strike period would increase the pension value to $36,497.00 and it would allow the person to access a pension in July, 2003.

To determine the exact cost and value to you of purchasing this time, you must make a written request to the Pensions Division of the Department of Finance at PO Box 8700, St. John's, NF A1B 4J6 or by fax to (709) 729-6790. Remember, teachers must have entered into a contract to elect to purchase the service, in writing, with the Pensions Division by July 31, 2002.

If you have any concerns regarding this subject, please contact the Pensions Division of the Department of Finance, Tel: 729-3931 or 729-3932, Fax: 729-6790.

You may also direct your questions to the Benefits and Economic Services Division of the NLTA toll free at 1-800-563-3599 or 726-3223.

Note: The above calculations are used as examples only. Do not assume these figures to be reflective of any individual's situation. You must request the calculations specific to your work record from the Pensions Division of the Department of Finance.

Lloyd Hobbs is Assistant Executive Director (Responsible for Benefits and Economic Services) with the NLTA.

Recent Arbitration

Termination of Probationary Teacher Ruled Non-Grievable

by DON ASH

The contract of a probationary teacher was terminated at the end of a two year probationary period for reasons of unsuitability. The teacher filed a grievance under Article 12 – Termination of Contracts and Article 14 – Evaluation.

At the arbitration hearing the employer raised a preliminary objection that termination of a probationary teacher was non-grievable and therefore was not arbitrable. The Association argued that the School Board did not conduct adequate performance evaluations necessary to make a determination as to unsuitability. The employer argued that the probationary teacher was terminated for reasons of unsuitability and such terminations of probationary teachers are not subject to the grievance procedure. By majority, the Arbitration Board agreed with the employer objection and dismissed the grievance.

Don Ash is an Administrative Officer in the Benefits and Economic Services Division at the NLTA.

The FAQs of Workers' Compensation

by PERRY DOWNEY

Over the last year, the Workplace Health, Safety and Compensation Commission have undergone considerable changes. In line with the changes to the Commission, the Workplace Health, Safety and Compensation Act have also received considerable attention and public debate. Throughout this debate, the public, and teachers in particular, have become more aware of the requirements which are now contained in the WHSC Act and which govern every employee working in the province. As teachers become more aware of the legislative requirements, many questions are arising as to the implications and obligations of the legislation on teachers, school boards, and the collective agreement in general. The remainder of this article will feature a series of "frequently asked questions (FAQs)" and responses based on the legislative requirements.

Q. Are there any articles/clauses in our Collective Agreement which prohibit the Government from introducing new legislation such as changes to Workers' Compensation which might have a negative effect on teachers in our Province?

A. Preamble: In 1993, new Workers' Compensation legislation was introduced in our province with an effective date of January 1, 1995. The new legislation rendered the provisions of the collective agreement which allowed employers to provide a "top-up" provision to injured workers, null and void. It placed new restrictions on the level of compensation a teacher could receive while unavailable for work due to a work-related injury. In effect, the legislation renders the provisions of **Article 16: Injury on Duty**, null and void. Prior to January 1, 1995, an injured teacher who was unable to conduct his/her duties due to a work-related injury was placed on "injury on duty" leave by Teacher Payroll and continued to receive full salary.

In our collective agreement, **Article 3: Public Legislation**, provides provisions to both the Employer and teachers in situations where: (i) there is an introduction of new legislation which conflicts with provisions already negotiated in the collective agreement; and (ii) there is conflict arising out of new provisions agreed to during negotiations which conflicts with the legislation in effect at the time.

To deal with the introduction of new legislation which conflicts with provisions already agreed to and contained in the collective agreement, it is important to consider Clause 3.01.

Clause 3.01 states: *In the event that any law passed by the Legislature applying to teachers covered by this Agreement renders null and void any provision of this Agreement, the remaining provisions of the Agreement shall remain in effect during the term of this Agreement and the parties agree to negotiate a mutually acceptable substitution for the provisions that have been rendered null and void.*

Therefore, the introduction of new legislation renders any previously negotiated provision which may conflict with the legislation, null and void. As a result, the introduction of Workers' Compensation legislation in 1993 which placed restrictions on the level of compensation payable to an injured worker, rendered the previous provision of Article 16: Injury on Duty, null and void. Thus, all teachers, are now covered under the provision of the WHSC Act. The introduction of new legislation will always supersede a collective agreement provision.

In situations where a new provision is negotiated, but results in a conflict with previously introduced legislation, Clause 3.03 is applicable.

Clause 3.03 states: *Where conflict arises between this Agreement and any legislation, Government agrees to introduce into the Legislature such amendments to legislation at the earliest opportunity as may be necessary to remove the conflict.*

In this instance, the Government agrees to introduce amendments to the conflicting legislation which would permit the collective agreement provision to be implemented as negotiated.

The implication of these two provisions is very important to both parties as new legislation is introduced or new clauses are negotiated.

Q. If I am injured at work am I required, under the legislation, to report my injury?

A. To answer this question, we must consider Sections 52, 53 and 54 of the Act.

Section 52 – No Waiver of Benefits states: *A worker shall not agree with his or her employer to waive benefits to which he or she or his or her dependents are or may become entitled under this Part and an agreement of that nature is void.*

Section 53 – Notice of Accident states: *53(1) Compensation is not payable to a worker unless: (a) he or she, or another person on behalf of the worker, gives notice of the injury to his or her employer immediately after the occurrence of the injury and before he or she has voluntarily left the employment in which he or she was injured; and (b) the claim for compensation is made (i) within 3 months from the occurrence of the injury, (ii) in the case of an individual disease, within 3 months after the worker knew, or ought reasonably to have known, that he or she suffers from the disease, and (iii) in the case of death, within 6 months after the date of death.*

Section 54 – Mitigation of Injury states *Notwithstanding section 53, failure to give the notice or to make a claim or a defect or inaccuracy in the notice does not bar the right to compensation where, in the opinion of the commission, the failure, defect or inaccuracy was due to circumstances beyond the worker's control and the employer was not prejudiced by the failure, defect or inaccuracy.*

Failure to give notice will cause delay in having a teacher's claim assessed and approved, thus delaying payment and access to Workers' Compensation benefits.

Any teacher who receives a work-related injury should report the injury to the Workers' Compensation Commission by completing a Form 06: Workers' Report of Injury. All injuries and accidents should be reported to the Employer as soon as possible.

Q. When is an injury presumed to be a "work-related" injury?

A. **Section 61 – Presumption** states: *Where the injury arose out of the employment, it shall be presumed, unless the contrary is shown, that it occurred in the course of the employment, and where the injury occurred in the course of the employment, it shall be presumed, unless the contrary is shown, that it arose out of the employment.*

Q. What is the obligation on my employer to report an injury?

A. **Section 56 – Duties of Employer** states: *56 (1) An employer shall, within 3 days after the occurrence of an injury to a worker in his or her employment as a result of which the worker is disabled from earning full wages or the worker is entitled to medical aid, notify the commission in writing of (a) the occurrence of the injury and nature of it; (b) the time when the injury occurred; (c) the name and address of the worker; (d) the place where the injury occurred; (e) the name and address of the doctor who looks after the injury; and (f) other particulars required by the commission. (2) An employer shall make further and other reports respecting the injury and workers that may be required by the commission. (3) Where an employee fails to notify the commission of the occurrence of an injury the commission may in relation to compensation paid in respect of that injury charge the cost of the claim against the experience record of that employer.*

Employers are required to report a work-related injury to Workers' Compensation within three (3) days of the occurrence by completing a form known as Form 07: "Employer's Report of Injury".

Q. If I am injured at work, am I responsible for the first medical treatment?

A. **Section 87 – First Medical Treatment** states: *87 (1) Where a worker has been so seriously injured within the meaning of this Act that he or she cannot continue at his or her regular work, the employer shall at his or her own expense as soon as reasonably possible after the injury obtain necessary medical aid to convey the worker to a place where the worker may receive medical aid, and the employer at his or her own expense shall, upon the occurrence of an injury to one of his or her workers, provide immediate transportation to a hospital should that be necessary or to a place where proper medical aid can be given and shall also provide the giving of medical aid that may be necessary to the injured worker upon the journey. (2) Where an employer fails to comply with subsection (1), a person may obtain medical aid or convey the injured worker to a hospital or place referred to in that subsection and where the employer fails to pay the reasonable charges for obtaining the aid or for the conveyance the commission may pay the charges and the employer is liable to pay the commission double the amount paid and the payment of the amount may be enforced in the same manner as an assessment.*

Q. If I require medical attention as a result of my injury, what obligation does the attending health care provider have to Workers' Compensation?

A. **Section 57 – Duties of Health Care Provider** states: *57 (1) A health care provider attending or consulted upon a case of injury to a worker shall provide reports in a form that may be required by the commission in respect of the injury. (2) A health care provider in attendance upon an injured worker shall give reasonable and necessary information, advice and help to enable the worker or his or her dependents to apply for compensation and to provide proof that may be required by the commission.*

Health care providers are required to report any patient who requires medical attention resulting from a work-related injury to Worker's Compensation by completing a form known as Form 8/10 "Physicians Report".

Q. Do I have a choice between "sick leave" benefits or Workers' Compensation benefits if I am absent from work as a result of a work-related injury?

A. The simple answer is NO. Section 81.1 of the Act is clear. **Section 81.1. – No Amount in Excess of Compensation** states: *81.1 (1) After January 1, 1993, an employer and a worker shall not in an agreement provide that the employer shall pay an amount in excess of the amount that the worker, as a result of an injury, is receiving as compensation either under this Act or as if the worker were a worker within the scope of this Act. (2) Where an employer and a worker enter into an agreement in contravention of subsection (1), that agreement is of no effect. (3) Where, prior to the coming into force of this section, an employer has entered into an agreement to pay all or a portion of a worker's wages where the worker sustains an injury, the liability of the employer for that payment (a) continues until the operation of the agreement ceases but in any event shall not continue after January 1, 1995; and (b) shall not be greater than it was prior to the commencement of this section. (4) For the purpose of this section, the word "agreement" means a collective agreement or other contract of employment.*

Q. If I continue to receive full salary benefits while off work as a result of a work-related injury, will I be required to repay any monies while awaiting the processing of my claim?

A. Again, the simple answer is YES. **Section 83.1 – Overpayment of Compensation** states: *83.1 (1) Where the commission determines that an amount of compensation paid to a worker, or to another person, as a result of an injury to the worker, by the commission exceeds the amount to which the worker, or other person, is entitled, the commission may recover the overpayment from the worker or the worker's estate as a debt due the commission by action in a court. (2) In an action begun as a result of a determination by the commission that it has made an overpayment of compensation, the court does not have jurisdiction to determine whether an overpayment occurred or the amount of the overpayment.*

If a teacher receives a work-related injury and continues to collect "sick leave" benefits, i.e. full salary, he/she will be required to repay the difference between the sick leave benefits received and the amount of Worker's Compensation benefit entitlements once the claim is adjudicated and Teacher Payroll is notified of the claim by the Commission. To avoid over-payment resulting from a delay in the processing of the claim, teachers are advised to notify their Employer as soon as possible, after an injury has occurred and in turn, the Employers are encouraged to notify Teacher Payroll of the work-related injury. The necessary correction to salary entitlements could occur very early, even though the Worker's Compensation claim has not been adjudicated.

Q. If I am injured as a result of a work-related injury when are my Workers' Compensation benefits effective? How long am I entitled to Workers' Compensation benefits?

A. Workers' Compensation benefits are effective from the date of injury. Wage loss benefits under Worker Compensation are applicable beyond the day of the injury. **Section 74 – Loss Earning Capacity** states: *74 (1) Where injury to a worker results in loss of earnings beyond the day of the injury, the commission shall estimate the effect of the injury on the loss of earning capacity resulting from the injury and shall ensure compensation to the worker on the basis of the estimated loss. (2) For periods of wage loss after December 31, 1997, the rate used for calculating a worker's loss of earning capacity shall be 80% of the difference between the worker's average weekly net earnings at the commencement of his or her loss of earnings resulting from the injury, subject to the maximum prescribed amount under subsection 80(8), and the average weekly net earnings the worker is estimated to be capable of earning at suitable employment after sustaining that injury.*
(2.1) [Rep. by 1997 c.38 s1]
(2.2) [Rep. by 1997 c38 s1]
(2.3) [Rep. by 1997 c38 s1]
(2.4) [Rep. by 1994 c12 s9]
(3) The commission for the purpose of subsection (2) may determine that a worker is capable of working in suitable employment and estimate the wage he or she could earn in that employment. (4) Where a worker reaches the age of 65 years, the compensation payable under this section

shall stop. (5) Notwithstanding subsection (4) where a worker is 63 years old or more at the beginning of his or her loss of earnings resulting from the injury, the commission may provide the compensation under subsection (1) for a period of not more than 2 years following the date of the injury.

Q. -When I report a work-related injury to my employer and to WHSCC, what am I expected to do?

A. **Section 54 – Mitigation of Injury** states: *54.1 (1) A worker shall (a) take all reasonable steps to reduce or eliminate a permanent impairment and loss of earnings resulting from an injury; (b) seek out and co-operate in any medical aid or treatment that, in the opinion of the commission, promotes the worker's recovery and return to work; (c) take all reasonable steps to provide to the commission full and accurate information on a matter relevant to a claim for compensation; and (d) notify the commission immediately of a change in circumstances that affects or may affect the worker's initial or continuing entitlement to compensation. (2) The commission may suspend, reduce or terminate any compensation otherwise payable to a worker where the worker fails to comply with subsection (1).*

Q. What happens at WHSCC when an injury is reported?

A. If all three forms (i.e. Worker's, Employer's and attending Physician's) are received in a timely fashion, the claim is processed and the level of Workers' Compensation benefit are assessed. In order for this procedure to function flawlessly, the following steps are applicable:

Step I: Injury occurs and is reported by worker to employer and attending health provider. All three individuals should complete the appropriate forms and forward them onto the Workplace Health, Safety and Compensation Commission as soon as possible.

Step II: Assembly Division of WHSCC receives all forms, opens a claim and assigns the file a claim number.

Step III: Intake Adjudication – All reports are considered and benefit entitlement decisions are conducted. Once a claim has been adjudicated and benefits entitlement is determined, the claim is forwarded onto Case Management Division.

Step IV: Case Management Division – All accepted claims are distributed to individual case managers. Case Managers will work closely with the injured worker, the employer, and health care providers to assist the injured worker in returning to work as soon as an Early and Safe Return-To-Work Plan is agreed.

Q. If I do not have to take time off after receiving a work-related injury, should I still report an injury?

A. Yes. All injuries should be reported to the employer and documented and registered with WHSCC. Many work-related injuries often do not require the individual to take time off, however, the injury may require medical attention only. Workers' Compensation provides injured workers with medical aid only benefits. These could include physiotherapy sessions, chiropractic fees, hospital costs, transportation costs incurred to visit health care providers; equipment required to modify workplace, etcetera. Often an individual can return to work with the appropriate assistance and modifications being completed.

The Workers' Compensation system is not a new development in our province; however, many employees and employers alike are not familiar with the legislative requirements found in the WHSC Act. It is very important for both the worker and the employer to understand their legal obligations as stated in the Act and their obligation to fully participate in such a program. The monitoring and progress of any individual who might receive a work-related injury is everyone's responsibility.

If you have any questions regarding your obligation under the WHSC legislation, please contact Perry Downey in the Benefits and Economic Services Division of the NLTA by calling 726-3223 or toll free at 1-800-563-3599, ext. 226.

Perry Downey is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

Effective January 2002

Changing THE MINDSET

Did You Know?

For more information, contact the Commission at **1-800-563-9000**

WORKPLACE HEALTH, SAFETY & COMPENSATION COMMISSION
WHSCC

www.whscc.nf.ca

Changes you should know about the new Workers' Compensation System

EARLY AND SAFE RETURN-TO-WORK

In January, 2002, all employers and injured workers will be obliged to co-operate in an early and safe return-to-work program with the objective of returning injured workers back to work as safely and quickly as possible.

- An employer must co-operate in early and safe return-to-work initiatives for their injured workers by maintaining contact with the worker through their period of recovery and providing suitable employment consistent with the worker's functional abilities and, where possible, restores the worker's pre-injury earnings.
- A company which regularly employs 20 or more people will be obliged to re-employ a worker who has been injured on the job and is medically able to perform the essential duties of his/her pre-injury job, as long as the employee has worked with the company for more than one year.
- **When an injured worker cannot return to** the original workplace, the Commission will assess the worker to see if a labour market re-entry plan is necessary to prepare the worker to re-enter the workplace in another suitable job.
- All workers and employers must comply with the legislation.

The Commitment Continues

by WINSTON CARTER

This final message for the 2001-02 school year was written while I was sitting at the desk of principal Derek Drover, in Victoria Academy, Gaultois. During my travels throughout the province this year I have gained a great deal of experience, insight and knowledge of our unique culture. I wish to express my sincere gratitude for your warm hospitality, support and assistance during my visits. Through your input this year we have "raised the bar" on an acceptable standard of working/learning conditions in this province. Please rest assured that the concerns and issues you have raised will be addressed at the Provincial Executive table and during liaison/committee meetings with the Department of Education, Memorial University, and the Newfoundland and Labrador School Boards Association.

Our society is steeped in a long-standing tradition, which serves as the basis of our education system. There can be no substitute for being on the front line and listening and learning from the qualified, dedicated and committed instructional leaders of this province. Teachers, that is, who are united with one common goal – to provide the best education possible to our students. Teachers have to accomplish this goal within the parameters of the limited resources at their disposal. I commend you for your dedication, devotion and commitment to education and to the students of this province.

As NLTA President one of my many responsibilities is to serve as a member of the Board of Directors of the Canadian Teachers' Federation (CTF) and your provincial representative at the Conference of Atlantic Provinces Teachers' Organizations (CAPTO). At recent meetings of these groups I had the opportunity to discuss, debate and compare our recently negotiated settlement with that of our affiliates from across the country. And as I reflect upon the chaos out West, the treatment of teachers in Ontario and the recent negotiated settlements in Atlantic Canada, I can state with both conviction and pride that we did fare well. In tandem with the improved financial situation we have also made gains in guaranteeing improvements in professional development and teacher inservice, through the implementation of board policies relating to disruptive students, as well as the guidelines for fair and equitable workload for all teachers.

Within the context of these gains I would be remiss if I did not acknowledge the many working and learning disparities that still remain within our current system. These issues will continue to demand our immediate attention for the rest of this school year and into the next.

As our student enrolment continues to decline, our teaching force keeps on eroding at an alarming rate. The demographics of this sparsely populated province clearly illustrate that in order to sustain a competitive education system, both provincially and within the greater global marketplace, our teacher allocations must equate with programs, instead of student enrolment. Furthermore, long-term planning and greater stability within our education system can only be achieved through a reduction and freeze on the number of teaching units that can be removed from the system over a pre-determined period of time. It is absolutely imperative that all factors that would avoid further front line reductions now be carefully assessed.

During 2002-03 I look forward to forging ahead in meaningful discussions with all of our partners in education. We must continue to ensure safer, healthy learning environments in which all children in Newfoundland and Labrador are afforded the opportunity to reach their fullest potential.

I would like to thank all of you for making my first year as your President both challenging and rewarding. We have accomplished a great deal for this school year and it is my intention to continue to work diligently on your behalf for the upcoming school year to accomplish the many tasks ahead.

On behalf of the Provincial Executive Council of the NLTA I wish you all a safe, relaxing and enjoyable summer break. The commitment continues!

As the School Year Winds Down

by EDWARD HANCOCK

As this article is being written, the 2001-02 school year is quickly drawing to a close. This has been an extremely active and busy year for your Association. As identified by the Executive in August 2001, the major priority for the year was concluding a collective agreement. That priority occupied much of our attention during the fall and into January and February, as negotiations proceeded with the assistance of a conciliation officer and then to the conciliation board stage. Eventually, post-conciliation talks led to a collective agreement which was accepted by a 71 percent vote of the membership on March 22. The new agreement was signed on April 19, and will be in effect until August 31, 2004.

The other priorities for this school year have also occupied our time and attention, and will continue to do so. The myriad of issues affecting the quality of teachers' work lives and their ability to provide the best possible educational opportunities to our students, have continued to be a major focus. These issues include concerns regarding curriculum, requirements for professional development and inservice opportunities for teachers, and the necessity for an adequate supply of human, financial and material resources to teachers in their classrooms. These, among many other issues, will continue to occupy your Association's time and energy through its liaisons with other educational stakeholders and the positions it takes on educational matters as it continues its role as the major advocate for teachers and for education.

Education continues to face numerous challenges on many fronts throughout the country. At the April meeting of the CTF Board of Directors in Ottawa, I had the opportunity to hear the perspectives and positions of the leaders of teacher organizations from across Canada. It was sobering to hear the updates from British Columbia and Alberta concerning the major attacks on teacher collective bargaining now being faced by their teacher associations. In Ontario, issues regarding teacher re-certification, required professional development and teacher testing for certification are of major concern. In a number of provinces, public education continues to undergo major challenges. We have many issues in common with our colleagues across the country and the differences are often only of degree or timing. The challenge for all teacher organizations is to be the best possible representatives of the collective voice and will of teachers in meeting these and other challenges.

The December issue of *The Bulletin* contained my first article as your new Executive Director. In that article, I made reference to my past involvements with the Association and to the issues and challenges that continue to confront us, often in a cyclical or continuous fashion. A very busy seven months have quickly gone by in my new role as the Association's Executive Director. This past year has been a particularly unique one, not only due to that change in role, but on at least two other fronts. The first is that we have realized through the collective bargaining process the first significant salary increases for teachers in more than a decade. Secondly, as a result of changes to the Constitution and By-Laws approved at the 2001 Convention, we are proceeding to put in place a new procedure for the election of President and Vice-President by a vote of every teacher in the province, starting in May 2003. This new process will represent a major change in the democratic procedures governing this Association, and will present a challenge to every member to become involved, to be aware of the issues and knowledgable about those who are offering themselves for positions of leadership in the NLTA.

The close of a school year is a fitting time to take stock of where we are and to anticipate the challenges and opportunities that next year will bring. During the past year, your Association has focused its efforts on the personal, professional and pedagogical issues for teachers; by obtaining a collective agreement which contains reasonable financial improvements in teacher salaries, and by highlighting in our internal and external communications the conditions that directly impact on teachers in their classrooms. We will continue that focus on teacher-centered priorities during the coming school year.

As this school year ends, may I offer my personal note of "well done" to all our members for your significant contributions to your students' education over the past year. Thanks to all of you who have been actively involved in your Association and to all those who have participated in the debates, discussions and decisions that have been undertaken. Make sure that you take time during the summer to rest, relax, rejuvenate, and recharge the batteries from which you will draw your energies in September. On behalf of all the Association staff at 3 Kenmount Road, I extend best wishes to each and every one of you for a safe and enjoyable summer.

Plan Ahead and Register Early

Pre-Retirement Seminars

by DON ASH

Teachers within two years of retirement eligibility should register for one of the NLTA's seven Pre-Retirement Seminars being held in the fall of 2002. Clause 18.11 of the Provincial Collective Agreement and Clause 29.12 of the Labrador West Collective Agreement provide two days paid leave to attend these seminars.

During the Fall of 2001, NLTA hosted seven Pre-Retirement Seminars – one each in Stephenville, Corner Brook, Gander, Grand Falls-Windsor, and three in St. John's. These seminars were held in accordance with Association policy as part of its overall program of pre-retirement counselling, and were attended by teacher participants and spouses.

Information sessions dealt with topics such as the Teachers' Pension Plan, Severance Pay, NLTA Group Insurance, Psychological Preparation for Retirement, Financial and Estate Planning and the Canada Pension Plan. As well, time was set aside for individual counselling of prospective retirees by the various consultants.

The evaluation forms completed at the seminars demonstrated an extremely positive response to the pre-retirement seminars. Notwithstanding this however, there were a number of recommendations for improvement and our plans for the Fall of 2002 will attempt to incorporate those various suggestions. Preparation is already under way to hold seven seminars during October and November 2002 in Stephenville, Corner Brook, Gander, Grand Falls-Windsor, and three in St. John's.

The sessions will be two days in duration. The program begins with registration from 9:00 to 9:30 a.m. on Day One. The first agenda item begins at 9:30 a.m. with the afternoon session concluding at approximately 3:30 p.m. On that first evening, there is also a 7:00 p.m. session devoted to Psychological Preparation for Retirement, which runs for approximately two hours.

Day Two of the seminar commences at 9:00 a.m. and concludes at approximately 3:30 p.m. Leave is provided for two days, with pay, in accordance with the Collective Agreements.

The full text of the NLTA Policy on Pre-Retirement Seminars, as it has been amended over the past few years, is contained on the following page; prospective retirees are urged to read closely these policy provisions and be aware of their application. The registration form for attendance at the 2002 seminars can be found on page 24. Potential participants are reminded that, in order to attend, they must register for a particular seminar. Only those teachers eligible to retire during or before the school year 2004-05 will be eligible to attend. Furthermore, registration must be received at the NLTA Office at least four weeks in advance in order to ensure approval of attendance. Given the increasing numbers of teachers eligible to retire, we must adhere strictly to the requirement for early registration. As a result, the Association will reserve the right to refuse acceptance of registration forms at any particular seminar if the registration has not been received at the NLTA office in accordance with Association policy.

It is the responsibility of the individual participant to make arrangements for hotel accommodations, should any be required. When you contact the hotel in question, please reference the fact that you are attending an NLTA function and this should provide a reduced rate which is available to persons travelling on Association related business. Note that accommodation expenses are the responsibility of the teacher.

In order to ensure that seminar participants are able to gain maximum advantage from the presentations, it is our intention to make every effort to keep the seminars to a reasonable size. This means, in effect, that we reserve the right to limit the number of people who will be granted access, depending on the physical facilities available at each site. Consequently, it is imperative that teachers plan ahead and register early in the event that registrations have to be taken on a first-come-first-served basis.

NLTA Policy on Pre-Retirement Seminars

1. The NLTA will make provision for an ongoing program of pre-retirement counselling through the involvement of Benefits and Economic Services staff in

branch workshops, branch meetings, and small group sessions as requested. Elements of the Benefits and Economic Services program relating to retirement planning will be communicated through the use of *The NLTA Bulletin*, Infosheets, and special publications.

2. The NLTA will provide a special program of pre-retirement counselling to teachers in the form of annual pre-retirement seminars. Only those teachers who are eligible to retire within two years of the expiry of the school year in which the seminars are held will be permitted to attend. Exceptions will be allowed in the case of teachers required to retire on disability pensions.

3. Pre-retirement seminars will be planned each year by the Benefits and Economic Services Division. The location and number of seminars will be determined on the basis of Association policy as determined from time to time by the Provincial Executive Council.

4. a) Travel expenses shall be reimbursed in accordance with the following provisions:
i) participants shall be reimbursed the lesser of travel by private vehicle or public transportation to the seminar closest to the place of residence. In the event that a teacher requests and is accepted to attend a seminar other than the closest seminar, the participant shall only be reimbursed the amount applicable for travel to the closest seminar.
ii) payment for private vehicle shall be at the rate of 6.4¢ per kilometre for the return trip from residence to seminar site.
iii) travel by public conveyance shall be reimbursed at the rate of 80 percent of ferry, taxi, or economy airfare; in the case of airfare, the lesser of excursion (seat sale) or 80 percent of economy airfare will be paid, where excursion (seat sale) fares can be arranged. Receipts shall be required for all reimbursement.
iv) no expenses will be paid to participants living or teaching in the community where the seminar is held.
v) the participating teacher and spouse are expected to travel in the same private vehicle and, consequently, only one claim will be entertained for car meterage.
b) All other expenses, such as meals, accommodation, and child care, are not covered. These expenses are the responsibility of the participating teacher/spouse.
c) Any reception(s) held during the pre-retirement seminars will be on a cash basis only.

5. Expenses will be provided for one pre-retirement seminar only per teacher participant. A teacher participant shall be permitted to attend one seminar only. (Notwithstanding this, a teacher may attend a second seminar as a spouse.)

6. Teachers attending a pre-retirement seminar must attend the seminar location closest to their place of residence, except in cases where the mode, cost or availability of transportation necessitates otherwise. Such determination will be made by the Benefits and Economic Services Division.

7. Directors and Assistant Directors, and spouses, are welcome to attend one pre-retirement seminar, but no expenses will be paid in accordance with this policy.

8. All participants, in order to attend, must register for a particular seminar. Registration must be received at the NLTA office at least four (4) weeks in advance in order to ensure approval of attendance.

9. The funding mechanism and program content for pre-retirement seminars will be reviewed annually by the Membership Benefits and Services Committee with recommendations being made to Executive as required.

Don Ash is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

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2002
PRE-RETIREMENT SEMINAR

REGISTRATION FORM

Name

Home Address

Postal Code

Home Telephone

Social Insurance Number

School Name

School Telephone

Please check which session you will be attending:

- ☐ **Oct. 10-11** – Albatross, Gander
- ☐ **Oct. 17-18** – Holiday Inn, Corner Brook
- ☐ **Oct. 24-25** – Mt. Peyton, Grand Falls-Windsor
- ☐ **Nov. 7-8** – Holiday Inn, Stephenville
- ☐ **Nov. 14-15** – Holiday Inn, St. John's
- ☐ **Nov. 21-22** – Holiday Inn, St. John's
- ☐ **Nov. 28-29** – Holiday Inn, St. John's

Will your spouse be attending? ☐ Yes ☐ No

Name of spouse (if attending)

Earliest eligibility date for pension

Have you attended a previous pre-retirement seminar?

☐ Yes ☐ No

Note:

- Teachers within two years of retirement (on or before June 2005) are eligible to attend.
- All participants must pre-register.
- You will receive confirmation prior to seminar.
- Travel costs will be paid according to policy and only to the nearest seminar.
- Teachers are advised to bring a calculator.

Please submit registration form to:
Melanie Jaster
Benefits and Economic Services Division,
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NF, A1B 1W1
Fax: 709-726-4302; 1-877-711-6582 (*toll free*)

FOR NLTA OFFICE USE ONLY		
Date Received	Confirmation Sent	Information Package Sent

Preference in Hiring of Substitutes

by LLOYD HOBBS

Your Association frequently receives calls from teachers relating to the question of who should be hired to fill substitute positions when there are qualified active and retired teachers and emergency supply teachers available for call in.

Clause 6.03 of the Collective Agreement states: *The basic criteria for the selection of teachers shall be competence, suitability and qualifications as assessed by the School Board.*

This would apply to the hiring for all positions whether permanent, replacement or daily substituting. Thus, an individual's ability to meet a reasonable qualification level and to be a suitable and competent candidate, for a contract of any duration, is important.

Clause 6.06 states: *Except where a teacher is awarded at least a Grade II teaching certificate under the Teacher Education Program for Labrador, where competence and suitability of applicants, as assessed by the School Board, are comparable, preference in hiring shall be given to teachers holding Certificate IV or Permit IV or higher.*

Therefore, Boards are expected to hire teachers who hold a Certificate IV or higher before those with lesser qualifications. Following that, Clause 6.07 states: *Notwithstanding Clause 6.06 and subject Clauses 6.02, 6.09, 6.10 and 6.11, the School Boards agree that they will not hire any teacher who does not hold a Certificate III or Permit III or higher.*

If the Board is to hire anyone below Certificate III, they must first seek special permission from the Department of Education to employ such individuals as Emergency Supply Teachers only when qualified substitutes are not available.

The issue of hiring retired teachers is not an issue addressed in the collective agreement. In a Ministerial Directive to School Boards from the then Minister of Education, Chris Decker, in 1993 he stated: *... I am writing to advise you that Cabinet has directed that a preference be given in hiring to persons other than those in receipt of a pension under the Public Service Pension Plan, the Uniformed Services Pension Plan, the Teachers' Pension Plan, and the Members of the House of Assembly Pension Plan, unless there are no other persons qualified to fill the position, with exceptions to this policy to be subject to Cabinet approval. ...*

If we follow the above stated collective agreement clauses and the Ministerial Directive, the Association would see the hiring of substitutes in the following order:

- Qualified active substitutes with Certificate IV or higher;
- Retired teacher substitutes with Certificate IV or higher;
- Teacher substitutes with Certificate III;
- Emergency Supply Teachers.

Should any teacher have concerns about the Board's hiring of substitutes, please contact an Administrative Officer in the Benefits and Economic Services Division.

Lloyd Hobbs is Assistant Executive Director (Responsible for Benefits and Economic Services) with the NLTA.

Substitute Teachers' Special Interest Council

MEMBERSHIP FORM 2002-03

Name: _____

Mailing Address: _____

_____

Telephone Number: _____

E-mail: _____

Membership Fee: $5.00

Please make cheque or money order payable to STSIC.
Send completed form and payment to:

Kim Keating
1 Philips Place
Flatrock, NF A1K 1C8

Going on Leave? Things You Should Know

by DON ASH

Whether you are going on maternity leave, approved leave without pay, unpaid sick leave, educational leave, or deferred salary leave, it is your responsibility to ensure your desired benefits are maintained while on leave. The purpose of this article is to ensure teachers going on leave are aware of the benefits that may be effected while on their leave, and the steps which must be taken to maintain these benefits.

Leave	NLTA Membership	Group Insurance	Pension
Maternity Leave	N2	G2	P2
Approved unpaid leave	N2	G3	P3
Unpaid sick leave	N2	G3	P3
Educational leave	N1	G1	P2
Deferred salary leave	N1	G1	P1

NLTA Membership

• N1 – Membership paid via 1% deduction from paid salary.

• N2 – Payment of $2.00 per month must be made to the NLTA to maintain membership rights and benefits as per NLTA policy. Normally, one cheque covering the entire period of leave is mailed to the NLTA.

Group Insurance

• G1 – Payment of group insurance premiums by normal payroll deduction..

• G2 – Teachers must arrange with Johnson Incorporated to pay their share of the group insurance premiums by bank deductions. Failure to do so will result in termination of insurance. If insurance is terminated, the teacher will be required to apply for coverage, and provide proof of medical insurability subject to policy limitations, should the teacher wish to resume coverage.

• G3 – Teachers must arrange with Johnson Insurance to pay by bank deduction both their share and the governments' share (Life, Accidental Death and Dismemberment, and Health plans only) of the group insurance premiums. Failure to do so will result in termination of insurance. If insurance is terminated, the teacher will be required to apply for coverage, and provide proof of medical insurability subject to policy limitations, should the teacher wish to resume coverage.

Pension

• P1 – Full pension premium is paid through salary, and full pension service accrues.

• P2 – Pension premium is paid on two-thirds salary, and two-thirds pension service accrues while on educational leave. Teachers may arrange with Pensions Division to purchase the lost one-third pension service within six months from return to work. If the service time is purchased with this window, the cost is at current contribution rates matched by government. After six months, the cost is at full actuarial value.

• P3 – Pension premium is unpaid and no pension service accrues while on leave. Teachers may arrange with Pension Division to purchase lost pension service within six months from return to work. If the service time is purchased with this window, the cost is at current contribution rates matched by government. After six months, the cost is at full actuarial value.

Any questions should be directed to an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

Don Ash is an Administrative Officer in the Benefits and Economic Services Division at the NLTA.

Unwelcome News on Group Insurance

Premiums Expected to Rise

by DON ASH

NLTA Group Insurance Trustees have directed me, as staff consultant, to keep teachers informed of changes in group insurance, and to provide a "heads-up" to impending changes. A "heads-up" in sports is usually followed by an unwelcome occurrence, or blow to the body and such is likely to be the case in the group insurance context for September.

The increase in cost and usage of prescription drugs, the proliferation of new expensive drugs with no generic substitution, the downloading of medical services/drugs from MCP to private insurers, and an aging population of insured members all contribute to rising health insurance claims. Significant increases in premiums in September will be necessary to pay these claims.

Similarly, the unfortunate deaths of so many active and young retired teachers in recent years will lead to an increase in Basic Life insurance premiums in September.

The Long-Term Disability Plan has seen a one year increase in claims paid from $828,000 to in excess of $1,000,000, and the increasing number of claims continues this year. The result is a deficit of $384,000 in the year ending December 31, 2001, and a need to increase premiums in September 2002.

An actuarial study on the Post 65 Paid-Up Life Insurance benefit was completed in April 2002 which confirms that the current benefit is not sustainable even in the short term. Trustees have sought the input of government who pay half the premium for this benefit, and are currently struggling to reach a decision from the available options. These options are limited to increasing the premium or reducing or deleting the benefit. Suffice to say, no option is available that will be welcome news to teachers.

The collective agreement requires government to pay 50 percent of the premiums in the Basic Life, Basic Accidental Death and Dismemberment, and Health plan options. Government refused to pay its share of a health premium increase in September 2000 and a grievance was filed. The good news is that an Arbitration Board has ruled in favor of the NLTA and required government to pay the outstanding premium. The bad news is that government has appealed this decision to the Supreme Court. Trustees are hoping that successful resolution to this dispute will emanate from the court ruling.

At their insurance policy renewal meeting in June 2002, Trustees will be considering changing the timing of future NLTA group insurance renewals from June to April each year. Trustees will examine whether this possibility will facilitate a more efficient and expedient renewal process. If this decision is taken, there would be a one time occurrence of two insurance renewals in the upcoming school year.

Trustees have a legal fiduciary responsibility to ensure that the NLTA Group Insurance plan operates in a secure and fiscally sound manner for the benefit of insured members as a group. Unfortunately, the current reality is that changes and increases in Basic Life, Health and Long-Term Disability premiums are likely to be required in order to fulfill this responsibility of Trustees.

Specific detailed information on changes and premium rates for September will be communicated directly to members as soon as practicable, most likely in late July or early August.

Don Ash is an Administrative Officer in the Benefits and Economic Services Division at the NLTA.

Johnson Scholarships & Academic Grants

The Johnson Scholarship and Academic Grant Fund was introduced in 1998. Since that time, 100 Scholarships and Grants continue to be awarded annually, each valued at $ 1,000.

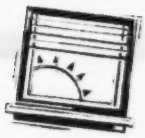
Eligible to receive Scholarships are the dependents of Johnson Group Members who are in their graduating year of senior high school. The Academic Grants are to assist those returning to full-time post-secondary studies following an absence of two or more years, as well as those beginning full-time studies as mature students (after being out of a school or college system for at least two years). These Grants are available to Johnson Group Client Members/Employees, and their dependents.

To date, a total of more than 49 Scholarships have been awarded to the dependents of NLTA Members and 10 Academic Grants have been awarded to NLTA Members and dependents.

The closing date for the receipt of the 2002 applications is **September 15th**.

Application forms are available online at www.johnson.ca or may be obtained by calling (709) 737-1088 or 1-877-328-7878 (toll free), by fax (709) 737-1580, by e-mail scholarshipsandgrants@johnson.ca. If you prefer, mail your request to 95 Elizabeth Avenue, PO Box 12049, St. John's, NF, A1B 1R7.

Johnson Inc.



Pleasure Past Retirement

by CLAUDETTE E. S. COOMBS

Congratulations to all the end-of-year retirees! You are moving in on the home stretch and this is *The Bulletin*'s last chance to provide wellness information to you as an "active teacher".

If you haven't done so already, it's time to start the preparations for the next facet of your teaching career; from education student to active teacher and at long last, to retired teacher. Stay alert – another stage is being prepared and the next performance is outstanding.

Each facet has been filled with new experiences and anticipation, along with a little apprehension. The years as student were filled with excitement of meeting new people, learning skills and strategies for excellence and survival. As a teacher, life was filled with challenges and the rewards of successfully reaching the children under our influence and achieving many of our personal goals. Now, as a retired teacher, comes the opportunity to reflect on the past two stages and carry forward the good memories, lessons learned, skills acquired and talents developed. Finally, we have the coveted freedoms – time and choice.

To make the most of our unprecedented opportunities and flexibility, we need to plan, set goals and take action. Just as we did those things as students and teachers, we must continue into retirement. Otherwise, on our 100th birthday, how will we know whether or not we have done what we wanted?

Defining Self

We are often defined in terms of our occupation (current or past) or our volunteer work. This likely won't change and you will be in great demand by community and professional organizations because of the wealth of knowledge and experience you possess – and because of your newly acquired availability. Before you accept new roles, develop a plan for how much time you want to spend on "other people's projects". If you later find yourself too busy, you may resent the involvement and that will take the pleasure out of volunteering. Protect your time and choose your involvements carefully.

Deciding What to Do

Opinions vary. You may want to remain working but in a new location or at a new career. This decision may result from financial, energy or curiosity reasons. Whatever your reasons for working – or not – be sure to think them through. Some people interpret their new freedom as never needing to be controlled by a clock again. Others feel that it means they have completed one career obligation and can now move on to explore other employment dreams. Whatever your plans are, it is important to enter this phase with anticipation for all the good things yet to come. If you think retirement is the time when you will finally organize all those photos or get the workroom in order, think again. If it wasn't a priority earlier, it may not be now. Teachers are fortunate in that they can retire after working in their profession for 30 years and can expect to enjoy another 30+ years of health and activity. To ensure that happens… be healthy now!

"… this year when the doors open and the teachers meet for their administration day, you can sleep in!"

Plan for the future before you retire and be ready for the predictable changes and associated feelings. Adequate planning requires consideration of time, energy and financial demands; awareness of changes in feelings, activity and social contact; exploration of new areas of interest; recognition of ongoing health needs; and, satisfying the desire to stay connected and use personal talents.

Allocate Resources. This is still an issue, except now you are planning for the efficient use of your own resources. Using each (time, energy, finances) wisely and according to your pre-planned budget will almost guarantee that you will achieve the realistic goals you set.

Face change. First identify what the changes are, then understand what you need, despite the change.

The obvious next step is to ensure that you have a way to meet your needs. Common, and potentially difficult, changes include: feelings about contributing to society or about using your earned freedoms; separation from colleagues, parents and students; and daily routines. Taking on new self-paced and flexible routines is an excellent way to meet needs and enjoy retirement. This is especially true if they encourage social contact while also using personal talents and skills.

Explore interests. If you have been saving up ideas wishing you had the free time to do things, get out your calendar and start scheduling. Put in the fun things before your calendar is blocked with new obligations.

Protect health. We tend to lose focus on health when other duties are urgent. Health must now become a priority. Maintaining social supports and a healthy lifestyle focus by undoing the damage of stress; establishing rest and sleep routines; and paying attention to activity, eating, and relaxation habits, can work wonders for getting our bodies back in condition.

Re-adjust. Just as we switch mental gears when we move from one role to another, so we now switch gears as we move from this to another stage. There are new roles to play, experiences to be had and lots of adjustments along the way. Set and understand personal goals about the new arrangements with family and friends, personal commitments, volunteer and/or paid work, and finances. Your time frames and even your wardrobe will be modified. Confirm this re-balance. Alter expectations to fit your new reality. Those around you may have to be reminded of the retirement goals you set for yourself. This is no time to lose your assertiveness. You have worked long and hard to get to this stage. Be sure to create your own climate for this stage.

Incorporate Pleasure. There is a multitude of pleasures in retirement. The autonomy and adaptability are just the beginning. The absence of the school stressors of lesson plans, supervision duty, correcting and coding report cards is significant but still only a fraction of the whole picture. You now get to expand on things which were previously limited by time; introduce activities which just couldn't fit into your schedule; and continue with other interests which you want to keep in your revised lifestyle.

For the retiree, many of the common stressors which filled a teacher's days no longer exist. Those professional concerns belong to someone else. You can move on to different horizons with other hills to climb. However, don't be surprised when September comes and you haven't yet felt retired. After all, you have had this same routine for about 30 years: work until June, take a little holiday, watch for all the "back-to-school" sales, then head back to class. Except... this year when the doors open and the teachers meet for their administration day, you can sleep in! That hint of melancholy isn't unusual and the little twinge of regret or sadness is temporary. You soon realize that although there are plenty of pleasant and rewarding things about being a teacher, you have given so much of yourself during your career, now it's time to graciously accept the benefits earned. You may want to celebrate the special occasions with rituals all your own. At the first report card due date spend the day treating yourself to a day of leisure. Smile again when the holiday schedule is announced... you are no longer confined to a rigid holiday schedule or to defining "year" as the period of time between September and June. Sure you can empathize with former colleagues who are longing for that spring break or hoping for a storm day, water or furnace problems, or even a PD day. You have done your share of supervision duty, report cards and meetings, and have faced the frustrations of curriculum changes and new routines. Now, you start your new performance. Enjoy it and a long and healthy retirement!

Claudette Coombs is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Claudette Coombs (ext. 242) or Marie Wall (ext. 265).

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Why Johnny Can't Teach or (I'd rather be swimming)

by EDWARD DOWNEY

"At each inservice... the piloting teachers were asked why the weaknesses, course length concerns, inappropriate activities and instructional errors are still there."

It has been several years since my youngest daughter first signed up for swimming lessons at the Gander pool; nevertheless, some of the events from that experience can be used to illuminate the present debate on the so-called "New Math Program." As I recall, at registration time there were 15 children wanting to register for the blue level program on Saturday mornings. Parents were told that the maximum class size was 12 and that three would therefore have to choose another time slot. Because of the convenience of Saturday mornings no parents volunteered. Some suggested that three additional students would be of no consequence. Others insisted that with such a large group the children would not get individual help when needed. The latter argument won out and three names were selected at random to be moved to a different time slot. I often wonder where are these parents when I am on my way to my Grade 10 academic math class of 36 or my Grade 11 advanced math class of 35. One can only speculate on the relative importance our society places on swimming lessons and high school mathematics.

A second incident involved the mother of Susan and Mary. Mom requested that Mary be allowed to register for the blue level at 10:00 a.m. with her sister despite the fact that she had not previously passed the yellow level. The reason for this request was that since she had to drive from Gander Bay, she did not wish to have to wait around Gander until 4:00 p.m. for the yellow level program every Saturday. This request was denied as the instructor explained how it is unrealistic to expect Mary to be able to accomplish the tasks required for the higher level without having demonstrated success at the lower level. "She cannot be expected to jump off the diving board if she has a fear of jumping from the side of the pool. She cannot be expected to swim four consecutive lengths of the pool if she hasn't been able to swim one length." Why is it that the school district policy makers lack this common sense logic when devising their "No Fail Policies". Perhaps you can now understand my frustration in trying to teach trigonometric identities to students who did not understand rational expressions because they did not understand factoring because they did not understand basic operations with fractions because they did not master the multiplication tables. If you think that I am exaggerating, have a look at some of the results on the Mathematics Skills Inventory which has been given at the end of Grade 12 for placement in MUN courses. "Moreover," continued the instructor, "if the kids were allowed to proceed from one level to the next without having developed the required skills, some of them would not put forth sufficient effort and this would foster poor work habits." Hum, I wonder???

A third event involved Jane and Steven. These children, in addition to having a natural ability, had obviously been practicing and enjoyed swimming and consequently were invited by the instructor to try out for the swim team. No doubt these students would promote the swimming program, themselves and their home town. Why is it when I suggested that out of the 39 students in my advanced mathematics 3201 class that I could identify 12 to 15 who should be quite capable of doing the advanced placement calculus course, I was told: "We can't tie up a teacher for a dozen students. Besides, these students will succeed anyway." Interesting comment, considering the extensive research which shows that unless a talent is identified and fostered at an early age, the likelihood of it developing into a substantial gift is somewhat remote.

Then there was the explanation of instructional techniques. "We employ a variety of techniques. For example, by blowing bubbles children discover that they are able to breath out with their face underwater. On the other hand, we could never expect students to discover the breast stroke through investigation so we demonstrate the proper style. Meanwhile stroking, kicking and other skills are best developed through practice exercises." Why is it that educational methodology always seems to be at one end of a pendulum or the other? You know such back and forth motion gets one nowhere.

Years later when my daughter enrolled in the life saving program, she was given a couple of texts and

resource guides to study. Her instructor stated: "You know, I was part of the piloting process for these guides. On the first run through we found a number of weaknesses, which were duly noted and changed in the next publication." At each inservice in this new mathematics program that I attended, the piloting teachers were asked why the weaknesses, course length concerns, inappropriate activities and instructional errors are still there. Invariably the response was: "We noted those problems but we were not listened to." If that is so, then why pilot? I must admit to a certain tendency on my part to be somewhat pessimistic (in fact, I once dived into a pool full of absolute values and principle square roots and still came up feeling negative). There are, in fact, a number of valuable improvements in the new curriculum. Notably, the investigative approach works well for certain topics; the increased emphasis on real world problems is a second positive, as is the increased use of technology.

I could go on at length but it is nearly 7:00 p.m. and I have to leave now for my swimming lesson. You see, I will be retiring in a couple of months and have decided to get my swimming instructor's certification as a venture into a second career. I have already persuaded the instructor that since I am not ready (I can only make two laps of the pool in 20 minutes, with a five minute rest in the hot tub, rather than the mandated 20 laps for the National Certification Exam), that she will cancel the exam and conduct my evaluation locally and still say that I can compete with the best in the world (not). What will the cancellation of the public exam in mathematics accomplish? Will it improve the mathematics skills of those students? Certainly not. Will it improve the appearance of their mathematics skills? Most definitely so. I can certainly attest to the subtle and not so subtle pressure to lower my standards (course modification, sample exams, retests etc.).

I do hope that I don't sound bitter. I'm not really. In fact, just as soon as I get my lifeguard certification (I'm hoping to get this national testing canceled as well), I plan to offer a reduced cost swimming program for the Education Minister and the School District Directors. I have a feeling that there is a lot that they can learn from those lessons. By the way, don't be concerned about my not taking the National Examinations. See you in the deep end of the pool.

Edward Downey is Mathematics Department Head at Lewisporte Collegiate.

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Great News!

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Johnson Inc. is delighted to announce that, as the result of a positive experience, NLTA Members insured through Johnsons are being given a new, unique Auto Insurance Benefit, called **Preferred Accident Forgiveness**. This new benefit protects your driving record while also protecting your discount structure. This means that in the unfortunate event of a first-at-fault accident, **your driving record will remain unchanged, you will not lose any of your Select-driver discounts, and your premium will not increase at renewal as the result of this accident.** This most valuable benefit is not offered by any other Insurance Agent or Broker. This is an exclusive offer to qualifying NLTA Members insured with Unifund Assurance Company through Johnson Incorporated. Effective May 1, 2002, your current level of Accident Forgiveness will be upgraded to **Preferred Accident Forgiveness** and will continue *at no additional charge* until your next continuation. Any new auto policies purchased by NLTA Members between May 1, 2002 and April 30, 2003 will also have this free coverage. There may be some exceptions based on past driving record.

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Contact Johnsons for more information

Should you have any questions on this special coverage, or any other Johnson Incorporated product or service, please contact your Service Supervisor. They are available by phone or e-mail and will be happy to assist you in any way. NLTA Members eligible for this offer will also be notified by Johnsons within their next Policy Continuation package.

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FRESH AIR /0-2

July 10-11, 2002

Fredericton, NB. This two day conference for media educators will focus on information about the Internet, concerns about children's advertising, understanding the media, as well as demonstrations of latest equipment, networking, problem solving and fresh ideas. Registration includes lunches, reception. Cost per person: $155. For more information contact Mike Gange, observ@nbnet.nb.ca, Tel: 506-453-9987.

TEACHING FOR AND ABOUT HUMAN RIGHTS INSTITUTE

July 21-26, 2002

Fredericton, NB. Sponsored by the Atlantic Human Rights Centre at St. Thomas University, and supported by the New Brunswick Department of Education through the Summer Institute Program. This is a three credit hour Education Course offered through St. Thomas University. Tuition is $378. For more information or to receive an application contact: Atlantic Human Rights Centre, Tel: 506-452-0549, Fax: 506-451-0083; E-mail: AHRC@StThomasU.ca.

BETWEEN A ROCK AND A GREAT PLACE

August 11-17, 2002

St. John's.. The Faculty of Education at Memorial University will host a week-long learning vacation of lectures, plays, film, art exhibits, sight-seeing trips, story-telling, dinner theatre, song and dance and much more. For more information on this Learning Vacation call Maxxim Vacations at 1-800-567-6666 or visit www.mun.ca/educ/shipping_nfld/.

TECHNOLOGY@HOME CONFERENCE 2002

August 15-18, 2002

Ottawa, ON. The Canadian Home Economics Association, Technology@home: Challenges and Opportunities conference will investigate the role of technology within Canadian families. In the midst of rapid globalization there is an increased dependency on technology for education, recreation and access to products and services. CHEA is taking the lead to study the challenges brought on by new technologies, to investigate the potential impact on the home environment and identify opportunities for families. For information contact CHEA Conference Committee 2002, Tel: 613-238-8817, Fax: 613-238-8972, E-mail: general@chea-acef.ca, Web site: www.chea-acef.ca.

COUNCIL OF SPECIAL SERVICES CONFERENCE

September 26-28, 2002

St. John's. Contact: Mary Kelsey, Tel: 709-753-9124 (s); 709-368-0716 (h); E-mail: mkelsey@ds.k12.nf.ca.

PROGRAM SPECIALISTS SIC CONFERENCE AND AGM

October 1-2, 2002

Fairmont Hotel, St. John's. Topic: "Schools as Professional Learning Communities" with Rick DuFour. Contact Wayne Hallett, Tel: 489-2168, ext. 233.

SCHOOL COUNSELLORS AGM

October 17-18, 2002

Albatross Motel, Gander. Contact Holly Stephenson, stephenson@nf.sympatico.ca, Tel: 709-786-9056 (s), 709-596-6818 (h), Fax: 709-786-6017 or 596-2942.

Important Notice for All Teachers

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If you wish to purchase as pensionable service teaching time lost due to the work stoppages of 1983 or 1994 you must make written request to:

Pensions Division
Department of Finance
Box 8700
St. John's, NF A1B 4J6
Fax: 709-729-6790

The deadline for such requests is **July 31, 2002.**

FOR MORE DETAILED INFORMATION, PLEASE REFER TO THE ARTICLE ON PAGES 13-14 OF THIS ISSUE OF THE BULLETIN.

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